Tech Crew

Visual & Performing Arts

Grade 8

Elective Overview

Instructional Plan

Course: Tech Crew

Marking Period or Trimester: FULL YEAR

Pacing: 30 weeks

NJSLS

Anchor Standard
1.1 (The Creative Process) All students will demonstrate an understanding of the elements and principles that govern the creation of works in dance, music, theatre, and visual arts.
Strand:
1.1.8.C.4 A team of artists, technicians, and managers who collaborate to achieve a common goal uses a broad range of skills to create theatrical performances.

Anchor Standard
1.3 (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works in dance, music, theatre, and visual arts.
Strand:
1.3.8.C.1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Techniques for communicating a character's intent vary in live performances and recorded venues.

Framing the Learning			
Timeframe	Big Ideas	Essential Questions	Enduring Understandings
15 weeks	-An overview of technical theatre and the vocabulary used in the craft. Roles of participants will be reviewed.	What are the correct names for the parts of the stage? What is the "chain of command" in a theatrical production? What is correct terminology for lighting, sound,	-Exposure to jobs within craft of theatre. - The technical aspects of any production is a major component of any successful performance. -Students will recognize the importance of technical

	Materials used to create sets, build costumes, apply makeup, and work in lighting and sound will be demonstrated and discussed.	costumes, scenic construction and props? What are design elements, and who determines them? How do all the elements come together to create a successful show?	aspects of any production.
15 weeks	Skills developed through exposure to technical elements will be used by class participants to support school events and create the 'world' of the school musical.	How do you operate the 'machinery' needed to build sets? Run lighting & sound equipment? How does a stage crew take their knowledge and apply it practically?	Stage crew work is an essential element in the creation of a play.

Evidence of Learning
Class presentations Analysis of script & prompt book Class projects (create map of theatre) Demonstration of how to operate elements (lighting instrument, lighting board, sound board, microphone) Rehearsal of set changes during tech week & performances of musical

Activities
Tour theatre Build simple scenery piece Design a ground plan for play Create costume sketch Build a prop for use in musical Operate lighting & sound for school events Design & apply makeup Rehearse & perform set changes for school musical Strike/cleanup the scenery and materials from school musical

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied